Lesson Plan – Day 1

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| Anticipatory Set | Journal – Why is it important to think “outside the box?” |
| Objective | 7.RI.1: I can find several pieces of textual evidence to support my ideas about a text. |
| Lesson | Introduce – Howard Gardner’s eight multiple intelligences |
| Modeling/ Procedures | Read notes prepared on a power point of each of the eight multiple intelligence (1 to 1: e-backpack – self-directed instruction)  Create a foldable graphic organizer (visual learners)  Each tab should be labeled with the M.I.  Each opened tab should contain a description of the M.I., example professional careers, and famous people |
| Monitor/ Assessment | Review M.I. and check for accuracy of notes |

Lesson Plan – Day 2 and 3

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| Anticipatory Set | Review M.I. and check for understanding and recall of notes |
| Objective | 7.RI.10: I can read and comprehend informational text at a seventh-grade level.  7.WIb: I can support my claims or argument using logical reasoning and evidence from credible sources. |
| Lesson | M.I. Sample Lesson Centers  Experience eight types of possible lessons at centers with a concentration in one multiple intelligence   * Verbal/linguistic – mad libs * Spatial/ visual – homophone comic strip * Bodily/kinesthetic – Constitution Preamble * Musical/rhythmical – Identify the theme of the “Cups Song” parody * Naturalistic – Create a new country and choose a mascot * Interpersonal – Positive Bombardment * Intrapersonal – Personal Goal Setting * Logical/mathematical – Brainteaser story problems |
| Procedures | Work in small groups  Rotate to centers  Students read directions for each center and complete the task  Each student completes the PMI (Positive, Minus, and Intriguing)reflection form  Time at each center six-seven minutes  Time for PMI reflection form one minute |
| Monitor/ Assessment | Complete an informal assessment – 3-2-1   * 3 New Things You Learned * 2 Things You Found Interesting * 1 Question You Still Have |

Lesson Plan 4

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| Anticipatory Set | Review The 3-2-1 Assessments from the Previous Day   * Share new things learned, interesting ideas, and lingering questions |
| Objective | 7.RI.10: I can read and comprehend informational text at a seventh-grade level.  7.WIb: I can support my claims or argument using logical reasoning and evidence from credible sources. |
| Lesson | Mapping Out Our Classroom Strengths – Finding Our Personal Strengths |
| Procedures | Use the internet resource at the following link to find your top three intelligence strengths  <http://literacynet.org/mi/assessment/findyourstrengths.html>  Record the results on graphic organizer provided  Results should include:   * Name and visual graphic of each top three strength * The score of each top three strengths out of five * Description of the intelligence and activities that are suggested to tap into your strengths   As a class, create a bar graph of the students’ learning style strength as a whole to better plan for instruction. |
| Monitor/ Assessment | Have students reflect on the following questions:  How can teachers make improvements to their teaching now that you are aware of multiple intelligences and your personal strengths as a learner?  What recommendations would you make to our school administration to strengthen student achievement as it pertains to learning styles?  How will you approach learning differently now that you are aware of your learning style? |

Lesson Plan Day 5 and 6

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| Anticipatory Set | Matching Game – People to their Smarts   * Michael Jackson - Musical * RG3 (Robert Griffith III) - Bodily * Andy Warhol - Spatial * Steve Erwin – Naturalist * Albert Einstein – Logical/mathematical * President Barack Obama - Interpersonal * Emily Dickenson – Intrapersonal * Neal Shusterman – Verbal/linguistic |
| Objective | 7.RI.1: I can find several pieces of textual evidence to support my ideas about a text.  7.RI.2: I can analyze how two or more central ideas are developed over the course of a text. I can give an unbiased summary of a text. |
| Lesson | Analysis of Non-Fiction Text: *How We Are Smart* by: W. Nikola-Lisa |
| Procedures | Read each biography entry of the book, *How We Are Smart* by: W. Nikola-Lisa  Work as a table group  Evaluate each person’s biography  Identify each person’s strength in multiple intelligence  Give text evidence to support your choice  Use the graphic organizer to record your data collection |
| Monitor/ Assessment | Complete a multiple choice quiz |

Lesson Plan Day 7

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| Anticipatory Set | Review Quiz Results from How We Are Smart by: W. Nikola-Lisa |
| Objective | 7.RI.1: I can find several pieces of textual evidence to support my ideas about a text.  7.RI.2: I can analyze how two or more central ideas are developed over the course of a text. I can give an unbiased summary of a text.  7.WIb: I can support my claims or argument using logical reasoning and evidence from credible sources.  7.W.9b: I can draw evidence from informational texts to support my analysis, reflection, and research at a seventh-grade level. |
| Lesson | Analyzing Non-Fiction Text |
| Procedures | * Introduce Evidence Based Terms Anchor Chart * Share sample sentences:   The boy was sad ***because*** his dog ran away.  Sally loved the ocean. ***For instance***, she moved to a house overlooking the ocean.  Henry loves whales. ***For example***, he often reads stories about them.  They force of the wind was very strong. I know because the ***author stated*** that the wind could shatter a window.  ***According to the text***, the purpose of a robot is to do a job.  ***From the reading I know that*** Jupiter is the largest planet in the solar system.   * Students should write these anchor chart statements into their reading journal * Read together “A Woman in a Man’s World” about Georgia Arbuckle * Answer comprehension questions * Analyze the text and evaluate Georgia Arbuckle’s M.I. strength * As a class, write a comprehensive paragraph using evidence based terms and text support to present her M.I. of interpersonal |
| Monitor/ Assessment | Review the evidence based anchor chart terms.  Students will practice analyzing non-fiction text and using evidence based terms in a comprehensive paragraph evaluating “A Real Success Story” about Ray Kroc. |

Lesson Plan Day 8, 9, and 10

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| Anticipatory Set | Review “A Real Success Story” about Ray Kroc and share student written paragraphs highlighting evidence based terms using text support to identify Kroc’s M.I. strength. |
| Objective | 7.RI.10: I can read and comprehend informational text at a seventh-grade level.  7.W.7: I can conduct short research projects using several sources and generate additional questions to further my research.  7.W.8: I can assess the credibility and accuracy of multiple print and digital sources when gathering information for my research. I can quote and paraphrase the data and conclusions of others and use proper citation to avoid plagiarism. |
| Lesson | *How Are We Smart* by: W. Nikola-Lisa Mentor Text/ Research Writing Project |
| Procedures | Introduce the mentor text/ research project for a biography and autobiography   * Students choose a famous person whose M.I. matches his/hers M.I. strength: No two students can have the same person (Student Choice) * Students conduct a short research vignette of a famous person * Students must summarize non-fiction text from a reliable online source * Students are NOT allowed to copy and paste information * Students will be reminded about the ethics of original work vs. plagiarism * Student final writing presentation will be modeled after the mentor text sample of *How Are We Smart* * Each biography must contain the following:   Name, quote, 5 rhyming couplets, and a short biography   * Each student will write an autobiography * Each autobiography must contain the following:   Name, quote, 5 rhyming couplets, and a short biography   * Teacher will show student samples of each: biography and autobiography * Teacher will provide a rubric/ graphic organizer writing plan that lists criteria.   Sites to help students choose a famous person:  <http://www.uvu.edu/learningstrategies/styles/multiple.html>  <http://poe.ced.ncsu.edu/adventure/st_augs/teachers/mintel.html>  Sites to use for biography research:  <http://www.biography.com/>  <http://www.jockbio.com>  Site to help students find famous quotes by famous people:  <http://www.brainyquote.com/>  Site to help find rhyming words for the poem:  <http://rhymezone.com> |
| Monitor/ Assessment | Informal – monitoring student research and notes; writing plan  Formal – Collect biography and autobiography  Students my opt to share their biography or autobiography |